



# SITE

## School Improvement Training and Evaluation

# Rubric for the Evaluation of School Improvement Plans Summary Report

<b>School Name</b>	<b>Scotlandville Elementary School</b>	<b>LEA</b>	<b>East Baton Rouge Parish School System</b>
<b>Site Code</b>	<b>017124</b>	<b>LEA</b>	<b>Reporting Herman Brister Chief Academic Officer</b>
<b>Evaluator Name</b>	<b>Paula Johnson Assistant Superintendent</b>	<b>Date</b>	<b>August 10, 2009</b>

- ⑩ **Acceptable**
- ⑩ **Not Acceptable**

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The background of the page features a large, faint watermark of the Louisiana State Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "1804" in the center. In the center of the seal is an eagle with its wings spread, perched on a globe. A five-pointed star is located on the left side of the seal.

**East Baton Rouge Parish Schools  
Strategic/Accountability Plan**

***School Improvement Plan  
for  
Scotlandville Elementary School***

**Division of Educational Improvement and Assistance  
Office Student and School Performance  
Louisiana Department of Education**

***Submission Date: June 4, 2009***  
**Resubmission Date: August 12, 2009**

**Scotlandville Elementary**  
**Pre-K - 5th**  
**9147 Elm Grove Garden Drive**  
**Baton Rouge, LA 70807**  
**Raquel L. Square**  
**225-774-2510**  
[rsquare@ebrschools.org](mailto:rsquare@ebrschools.org)

**Check where applicable:**

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School       Schoolwide       Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
- ❑ Principal's Signature
- ❑ Superintendent's Signature
- ❑ DAT Members' Signatures, if assigned.
- ❑ School Support Team Members' Signatures
- ❑ School Improvement Team Chair's Signature

\*Schools submit SIPs to the district for evaluation using the state's rubric

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## DATA PORTFOLIO

The following items should make up the Data Portfolio (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

## DISTRICT ASSURANCE

- ❑ For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- ❑ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ❑ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ❑ I hereby certify that this plan has all of the following components:
  - A statement of the school's mission
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional Development components aligned with assessed needs
  - Family and community involvement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
  - An action plan with timelines and specific activities for implementing the above criteria
- ❑ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

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Superintendent's signature (blue ink)

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Principal's signature (blue ink)

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Assistant Superintendent's signature (blue ink)

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Chair, School Improvement Team (blue ink)

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District Assistance or School Support Team Leader (blue ink)

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District Assistance or School Support Team Member (blue ink)

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District Assistance or School Support Team Members (blue ink)

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District Assistance or School Support Team Members (blue ink)

**Not Applicable (No District Assistance or School Support Team in place)**

**SCHOOL IMPROVEMENT TEAM**

<b>School Improvement Team Members</b>	<b>Position</b>
Melissa Cotton	Math Coach
Bernicia Johnson	Teacher
Felicia Fleming	Reading Coach
Lacretia Terrance	Dean of Students
Shakena Mathes	Teacher
Sherleen Sanders	Teacher
Deidra Douglass	Librarian
Raquel Square	Principal
Robin Merrick	Delta Sigma Theta / Community Partner

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 50

Date: May 22, 2009

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.	Laverne Branche	Pre-K Teacher		
2.	Deborah Galle	Pre-K Teacher		
3.	Pamela Castle	Pre-K Para Educator		
4.	Shaletha Stone	Pre –K Para Educator		
5.	Marci Chapman	Kindergarten Teacher		
6.	Fairy Sewell	Kindergarten Teacher		
7.	Janice Smith	Kindergarten Teacher		
8.	Sara Covino	First Grade Teacher		
9.	Jurunist Mills	First Grade Teacher		
10.	Lakeisha Wells	First Grade Teacher		
11.	Marilyn Treuil	First Grade Teacher		
12.	Velenecia Johnson	Second Grade Teacher		
13.	Germaine Grimes	Second Grade Teacher		
14.	Sherleen Sanders	Second Grade Teacher		
15.	Amanda Mueller	Third Grade Teacher		
16.	Laura Vinsant	Third Grade Teacher		
17.	Sherlyn Wright	Third Grade Teacher		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
18.	<b>Sydney Allen</b>	<b>Fourth Grade Teacher</b>		
19.	<b>Ursula Henderson</b>	<b>Fourth Grade Teacher</b>		
20.	<b>Eve Kemp</b>	<b>Fourth Grade Teacher</b>		
21.	<b>Shakema Mathes</b>	<b>Fourth Grade Teacher</b>		
22.	<b>Shayla Wilkinson</b>	<b>Fourth Grade Teacher</b>		
23.	<b>Erica Dupas</b>	<b>Fifth Grade Teacher</b>		
24.	<b>Gabriel Surface</b>	<b>Fifth Grade Teacher</b>		
25.	<b>Katrina Millican</b>	<b>ESS Resource Teacher</b>		
26.	<b>Maude Ross</b>	<b>ESS Site-Facilitator</b>		
27.	<b>Charisma Lewis</b>	<b>ESS Para Educator</b>		
28.	<b>Cynthia Mackson</b>	<b>ESS Para Educator</b>		
29.	<b>Gaynell Addison</b>	<b>ESS Para Educator</b>		
30.	<b>Keenya Jordan</b>	<b>ESS Para Educator</b>		
31.	<b>Chandale Carpenter</b>	<b>Self-Contained ESS Teacher</b>		
32.	<b>Mary Jean Seballos</b>	<b>Self- Contained ESS Teacher</b>		
33.	<b>Deidra Douglas</b>	<b>Librarian</b>		
34.	<b>Gregory Pulley</b>	<b>Physical Education Teacher</b>		
35.	<b>Mary Hudson</b>	<b>Technology Para Educator</b>		
36.	<b>Karen Ross</b>	<b>Guidance Counselor</b>		
37.	<b>Heather Brown</b>	<b>Reading Coach</b>		
38.	<b>Felicia Fleming</b>	<b>Reading Coach</b>		

	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
39.	Debra Parker	Para Educator for Reading First		
40.	Melissa Cotton	Math Coach		
41.	Emmanuel Branch	Art Teacher		
42.	Richard Spayde	Science Lab Teacher		
43.	Nicky Popillion	Read 180 Instructor		
44.	Juanita East	ESS/Severe Profound Teacher		
45.	Chanda Leatherman	ESS/Severe Profound Para		
46.	Shawnda Butler	ESS/Severe Profound Para		
47.	Linda Wright	ESS/Severe Profound Para		
48.	Ida Thomas	Speech Therapist		
49.	Tiffany Hall	Speech Therapist		
50.	Marilyn Thomas	Safe School Counselor		

## MISSION STATEMENT

**Scotlandville Elementary School challenges each student to achieve individual academic excellence.**

List the names and occupations of those persons who participated in developing the mission statement:

Name	Title/Occupation
Raquel L. Square	Principal
Melissa Cotton	Fourth Grade Teacher
Sherlyn Wright	Fifth Grade Teacher
Karen Ross	Counselor
Gregory Pulley	P.E. Teacher

## FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program		<u>3</u>	X	
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership	X	<u>2</u>		
Pre-School Program				
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: Read 180	X	<u>3</u>		

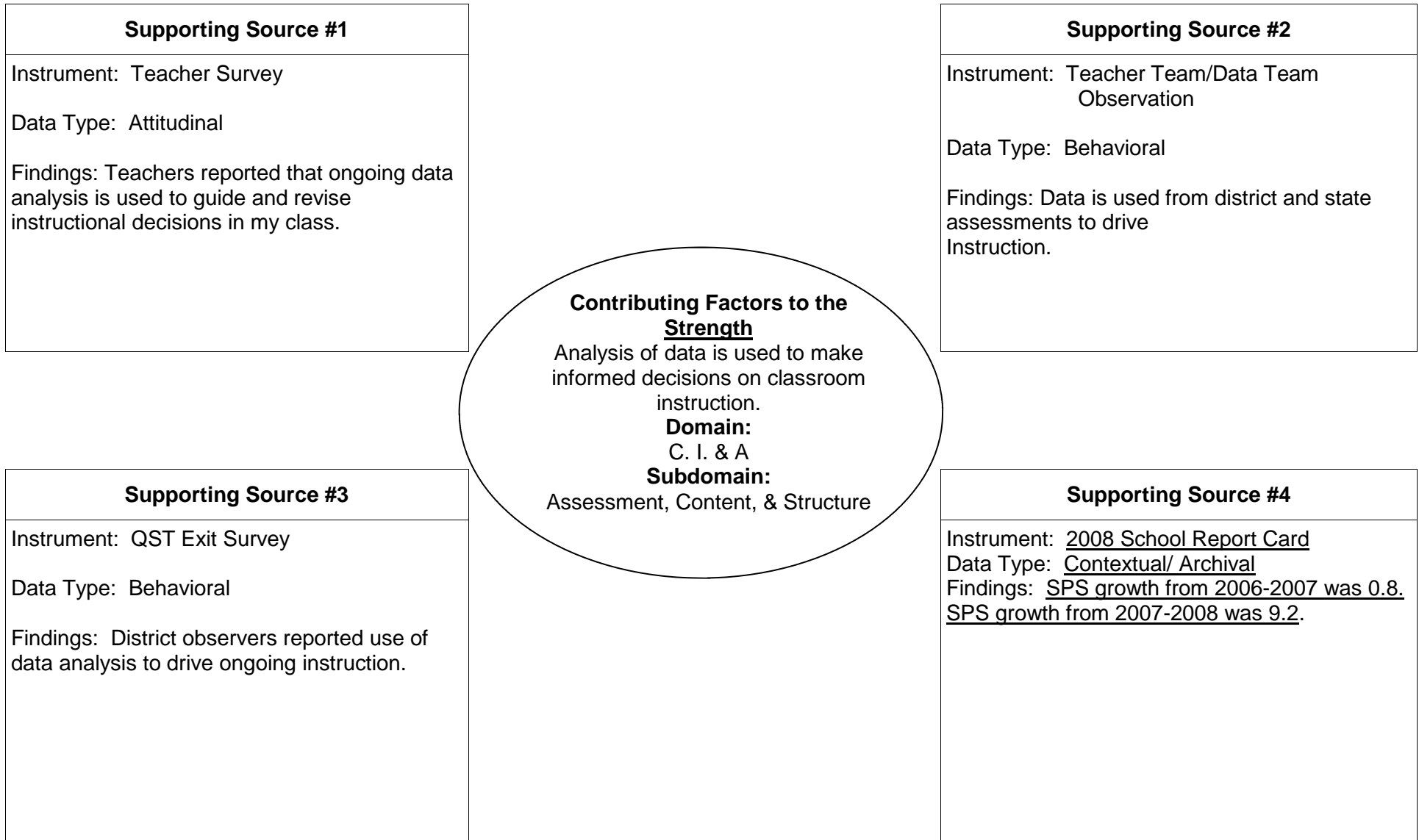
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> <li>• Big Buddy, Princeton Review, Training Connections</li> </ul>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> <li>• NA</li> </ul>

## SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	Aug 09	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	Aug 09	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	Aug 09	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	Aug 09	Yes
Student Code of Conduct	§ 1115/741	Aug 09	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	Aug 09	Yes

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	Crestworth Middle School and Glen Oaks Middle School
Community	Kiwanis Club, Delta Sigma Theta Sorority, Inc., and Ebenezer Baptist Church
Business/Industry	ExxonMobil
Private Grants	
Other	

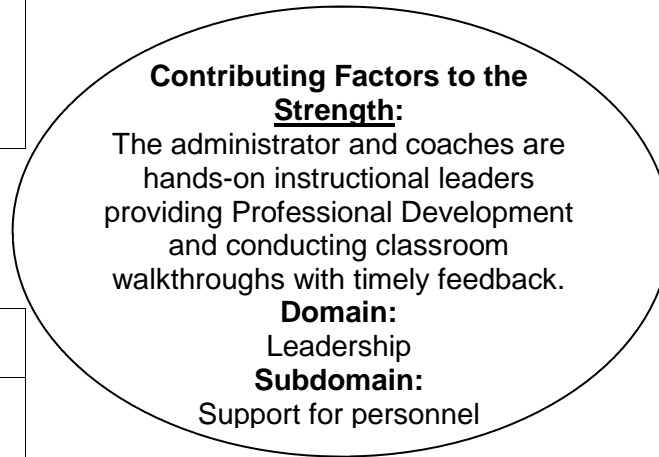
## DATA TRIANGULATION



## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: QST Exit Survey
Data Type: Behavioral
Findings: External observers gave commendations on strong intervention groups, coaches, etc.

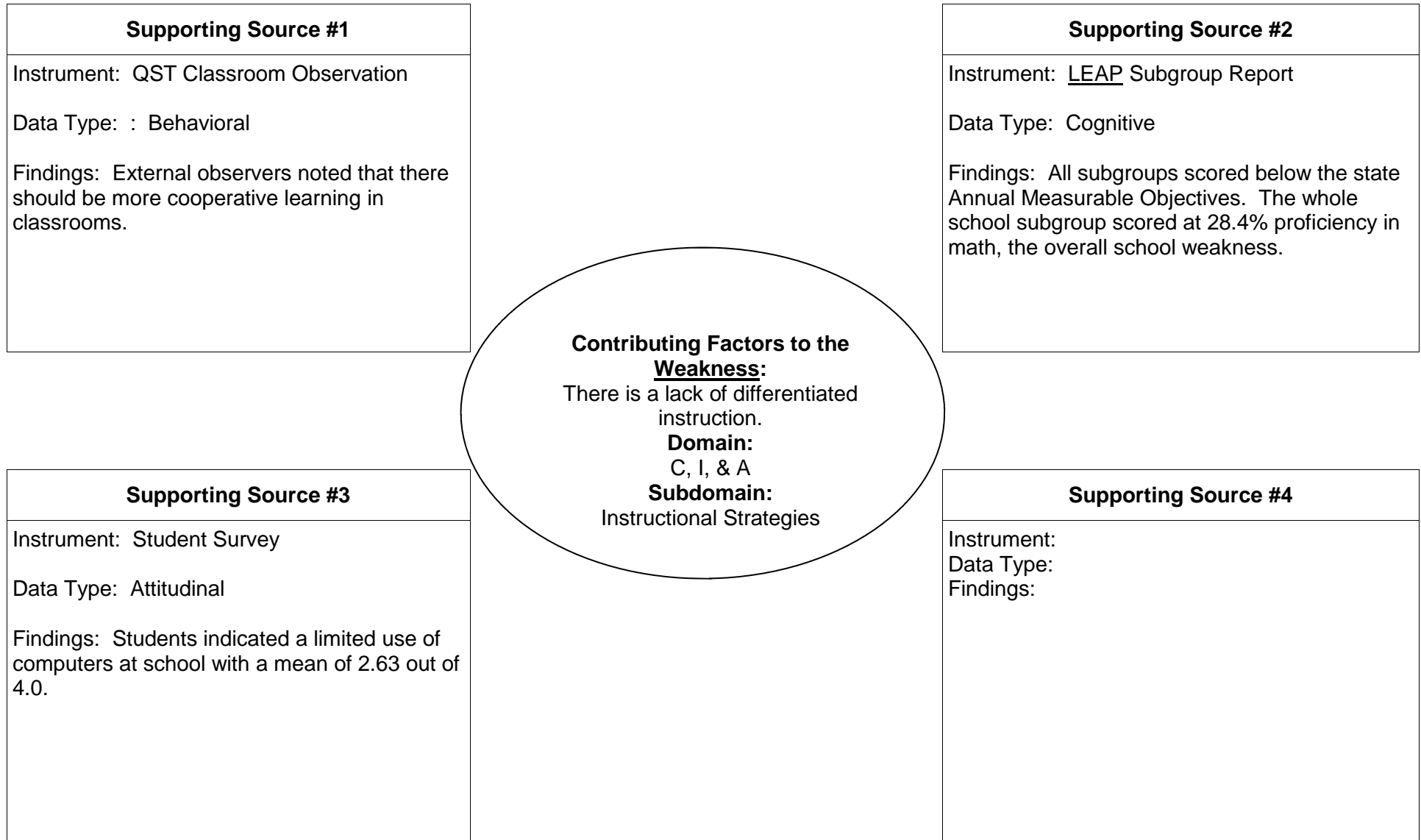
<b>Supporting Source #2</b>
Instrument: Teacher Survey
Data Type: Attitudinal
Findings: A majority of teachers stated that professional development focuses on instructional needs in their classrooms.



<b>Supporting Source #3</b>
Instrument: QST Classroom Observation
Data Type: Behavioral
Findings: External observers stated that the Administrator and Leadership Team is visible/present throughout the school.

<b>Supporting Source #4</b>
Instrument: <u>2008 School Report Card</u>
Data Type: <u>Contextual/ Archival</u>
Findings: <u>SPS growth from 2006-2007 was 0.8.</u> <u>SPS growth from 2007-2008 was 9.2.</u>

## DATA TRIANGULATION



## DATA TRIANGULATION

### Supporting Source #1

Instrument: QST Classroom Observations

Data Type: Behavioral

Findings: External observers noted that the teachers need to incorporate more higher order thinking questions into their lessons.

### Supporting Source #2

Instrument: iLEAP/LEAP

Data Type: Cognitive

Findings: In all grade levels, students performed poorly on constructed response items.

- 3<sup>rd</sup> grade: 16% proficient
- 4<sup>th</sup> grade: 35% proficient
- 5<sup>th</sup> grade: 33% proficient

### Contributing Factors to the Weakness:

Classroom instruction provides limited opportunities for use of high order thinking skills.

#### **Domain:**

C, I, & A

#### **Subdomain:**

Instructional Strategies

### Supporting Source #3

Instrument: Principal Classroom Observation

Data Type: Behavioral

Findings: Principal noted that teachers used limited questioning strategies at the higher level of Bloom's with only 1% of questions observed at the synthesis and evaluation levels.

### Supporting Source #4

Instrument: Student Survey

Data Type: Attitudinal

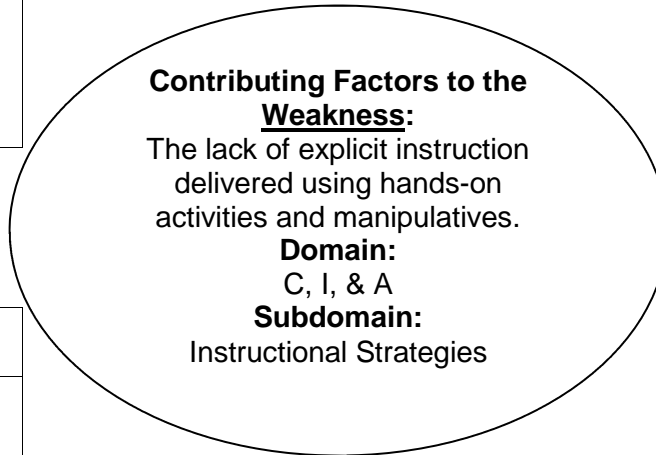
Findings: Over 50% of students find that their work is not challenging and does not make them think.

## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: <u>LEAP/ iLEAP</u>
Data Type: <u>Cognitive</u>
Findings: <u>The majority of students are not proficient in math &amp; science.</u> <u>-3<sup>rd</sup> grade: 30% (math); 21% (science)</u> <u>- 4<sup>th</sup> grade: 28% (math); 20% (science)</u> <u>- 5<sup>th</sup> grade: 43% (math); 27% (science)</u>

<b>Supporting Source #2</b>
Instrument: Student Survey
Data Type: Attitudinal
Findings: Students stated that they used the computers to do their work at school with a mean of 2.63 out of 4.0.

<b>Supporting Source #3</b>
Instrument: QST Classroom Observation
Data Type: Behavioral
Findings: External observer suggested that teachers integrate technology in their classroom instruction.



<b>Supporting Source #4</b>
Instrument: Principal Walkthrough
Data Type: Behavioral
Findings: The principal noted from her walkthroughs that students used manipulatives only 14% of the time.

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

### Part 1:

**For Title I Schools:** ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the ***student performance and attendance and/or dropout data*** and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. 4 <sup>th</sup> Grade ELA index score of 54.9 is a relative strength	LEAP Data
2. 5 <sup>th</sup> Grade Math index score of 60.5 is a relative strength	iLEAP Data
3.	
4.	
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. 4 <sup>th</sup> Grade Math index score of 32.9	Trend Data Report
2. 3 <sup>rd</sup> Grade math index score of 41.3	Trend Data Report
3. <u>4<sup>th</sup> students scored a 28.4 proficiency in the area of math, 20% in science &amp; 35% proficient for constructed response.</u>	<u>LEAP data</u>
4. <u>3<sup>rd</sup> students scored a 30% proficiency in the area of math, 21% in science &amp; 16% proficient for constructed response.</u>	<u>LEAP data</u>
5. <u>5<sup>th</sup> students scored a 43% proficiency in the area of math, 27% in science &amp; 33% proficient for constructed response.</u>	<u>LEAP data</u>

**The identified weaknesses will lead to the goals.**

**Part 2:**

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the ***attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:***

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Analysis of data is used to make informed decisions on classroom instruction.	<u>School Report Card</u> , Teacher Survey, QST Exit Survey, and Teacher Team/Data Team Observation
2. The administrator and coaches are hands-on instructional leaders providing Professional Development and conducting classroom walkthroughs with timely feedback.	<u>School Report Card</u> , QST Exit Survey, QST Classroom Observation and Teacher Survey

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. There is a lack of differentiated instruction.	QST Observations, Principal Walkthrough, and <u>iLEAP/LEAP data</u>
2. Classroom instruction provides limited opportunities for use of high order thinking skills.	<u>LEAP/ iLEAP data</u> , QST Exit Survey, Principal Walkthrough, and Student Survey
3. The lack of explicit instruction delivered using hands-on activities and manipulatives.	<u>LEAP/ iLEAP data</u> , Principal Walkthrough, QST Observation, and Student Survey

**The contributing factors of the weaknesses will lead to the strategies.**

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>2007-2008</u> : <u>48.3</u>	School Growth SPS <u>2007-2008</u> : <u>57.4</u>	School GT <u>2007-2008</u> : 9.1
School Baseline SPS <u>2006-2007</u> : <u>47.6</u>	School Growth SPS <u>2006-2007</u> : <u>57.4</u>	School GT <u>2006-2007</u> : <u>8.1</u>
School Baseline SPS <u>2005-2006</u> : <u>62.7</u>	School Growth SPS <u>2005-2006</u> : <u>64.0</u>	School GT <u>2005-2006</u> : <u>2.2</u>

Use Principal's Report Card: [www.louisianaschools.net/lde/pair/1989.asp](http://www.louisianaschools.net/lde/pair/1989.asp)

## STRATEGY PLANNING WORKSHEET – GOAL 1

**GOAL 1:** Increase Student Achievement in Reading/English Language Arts to 100% proficiency by the end of the 2013-2014 school year

**Objective(s):**

- 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 18 in 2009 to 31% in 2010.
- 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in English/language arts from 45 in 2009 to 54.1 in 2010.
- 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in English/language arts from 43 in 2009 to 52.5 in 2010.

**SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors)** – Response to Intervention

**Bibliographic Notation: Bibliographic Notation:**

Deno, S.L. and Mirkin, P.K. (1997) Data-based Program Modification: A Manual, Reston, VA: Council for Exceptional Children.

Grimes, J., & Kurns, S. (2003). *An intervention-based system for addressing NCLB and IDEA expectations: A multiple tiered model to ensure every child learns*. Paper presented at the Responsiveness to Intervention Symposium sponsored by the National Research Center on Learning Disabilities, Kansas City, MO.

Tilly, W.D. and Grimes (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum-based Measurement*. New York: Guilford Press

Torgesen, Joseph K. *Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters* Learning Disabilities Research & Practice, 15(1), 55-64. Response to Intervention: Policy Considerations and Implementation National Association of State Directors of Special Education, Inc. Alexandria, VA, 2005

Responsive to Intervention and Learning Disabilities, a report by the National Joint Commission on Learning Disabilities representing eleven national and international organizations, June 2005. This document was approved by the National Joint Committee on Learning Disabilities (NJCLD) as an official paper of the NJCLD in June 2005.

Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.

National Center on Student Progress Monitoring  
<http://www.studentprogress.org/>

Research Institute on Progress Monitoring  
<http://www.progressmonitoring.net/>

Responsiveness-to-Intervention Symposium  
<http://www.nrclld.org/html/symposium2003/index.html>

Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate & Scale 6/14/03  
<http://www.nrclld.org/html/research/rti/RTIinfor.pdf>

<p>Responsiveness-to-Intervention Evaluation Technical Assistance &amp; Dissemination Activities  Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.  National Center on Student Progress Monitoring  <a href="http://www.studentprogress.org/">http://www.studentprogress.org/</a>  Research Institute on Progress Monitoring  <a href="http://www.progressmonitoring.net/">http://www.progressmonitoring.net/</a>  Responsiveness-to-Intervention Symposium  <a href="http://www.nrclid.org/html/symposium2003/index.html">http://www.nrclid.org/html/symposium2003/index.html</a>  Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate &amp; Scale 6/14/03  <a href="http://www.nrclid.org/html/research/rti/RTIinfor.pdf">http://www.nrclid.org/html/research/rti/RTIinfor.pdf</a>  Responsiveness-to-Intervention Evaluation Technical Assistance &amp; Dissemination Activities  <a href="http://www.nrclid.org/html/research/rti.html">http://www.nrclid.org/html/research/rti.html</a></p>
<p><b>Brief Summary of Research:</b> Response to Intervention is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. (National Association of State Directors of Special Education, Inc. September 2005) Responsiveness to Intervention can also be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides intensive usually longer term intervention. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, &amp; Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.</p>
<p><b>Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?</b> RTI has shown to be effective across all populations including ESS students, minorities, and low socioeconomic level.</p>
<p><b>Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:</b> RTI was developed with students with disabilities in mind. It provides differentiated instruction to meet student needs.</p>
<p><b>If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:</b> RTI meets the need of all subgroups because it is data driven and uses tiered intervention to meet student needs.</p>
<p><b>Procedures for Evaluating the Goal, Objective(s) and Strategy:</b> District monitoring of strategy implementation and comparison of 2009 &amp; 2010 LEAP and iLEAP test results, DIBELS, and Benchmark Assessment will be used to evaluate goals, objectives and strategy implementation.</p>

**ACTION PLAN – GOAL 1**

SAP Indicator	<p><b>Activity(ies)</b>  <b>Include Persons Responsible, Timeline, and Target Audience</b>  <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p><b>Procedures for Evaluating Indicators of Implementation</b>            (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</p>
	<p><u>Initial PD:</u>            * During June &amp; July, 2009, Reading Consultants and District Level trainers will provide a 3-day Summer Institute <u>to include modeling and coaching sessions</u> for teachers, reading coaches and administrator on the core reading program and components of RTI.</p> <p>* During July of 2009, State Department Personnel will conduct Ensuring Literacy for All Training <u>on effective literacy instruction</u> for Pre-K through 4<sup>th</sup> Grade Staff <u>including teachers, reading coach, support staff and principal.</u></p>	No Cost			<p>Teachers will develop an organizational structure for the 105-Minute Reading Block based on the components of the new basal.</p> <p>Teachers will organize activities to use intervention in Reading.</p> <p>Teachers will incorporate the five components of Reading into Literacy Instruction.</p>	<p>Principal will collect agendas, sign-ins and <u>feedback from the training sessions to assess the effectiveness of the initial session.</u></p> <p>-Principal and / or reading coach will review lesson plans, observations <u>and walkthroughs on a weekly basis to monitor and assess the implementation of the reading core.</u></p> <p>-Reading Coaches will create a folder of organizational plans for the Reading Block at each grade level.</p> <p><u>Using data gathered above, Principal and reading coach will review and assess the degree of implementation each month. Principal will provide feedback to teachers and reading coach will use feedback to plan future coaching sessions.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<u>Follow Up:</u> *** From September 2009 to May 2010, the Reading Coach will facilitate bi-monthly grade level meetings <u>to include coaching and modeling sessions to assist classroom teachers, ancillary staff and paraprofessionals in implementation of the 2<sup>nd</sup> year basal program, RTI and analyzing student data.</u>	FSI 1003a  Title I FSI 1003g  FSI 1003g  FSI 1003a FSI 1003g	100 200 300 100 200 100 200  600 600	\$3,000.00 \$535.50 \$3,000.00 \$18,000.00 \$3,213.00 \$93,000.00 \$28,600.50  \$11,445.53 \$38,329.19	Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of Reading.	Principal and Reading Coaches will conduct bi-monthly walk-through to ensure effective implementation of the new basal program. <u>Feedback will be given to teachers during weekly collaborative planning and coaching / modeling sessions. Principal and reading coach will review walkthrough data, progress monitoring, monthly benchmark assessments, DIBELS data, and session notes to assess the degree of implementation each month. Future PD and coaching sessions will be planned as needed based on data review.</u>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Follow Up:</u> * In November of 2009, Reading Coach and one teacher on each grade level (K-5) will attend the 24<sup>th</sup> Annual Southeast Regional Reading Conference, in New Orleans. <u>The purpose of this 3-day conference is to model “Best Practice” teaching strategies in the area of Reading. Reading coach will redeliver strategies to classroom teachers, paraprofessionals, administrator, and ancillary staff during collaborative planning meeting and coaching sessions.</u></p> <p>* In April of 2010, the Principal and Reading Coaches will attend the Plains Talk About Reading Conference in New Orleans, LA. <u>This conference will provide professional development opportunities in Literacy that will model and enhance the implementation of RTI and the core Reading Program. Reading coach will redeliver strategies to classroom teachers, paraprofessionals and ancillary staff during collaborative planning and coaching sessions.</u></p>	<p>Title 1</p> <p>Title 1</p> <p>Title 1</p>	<p>500</p> <p>100 200</p> <p>500</p> <p>500</p>	<p>\$26,900</p> <p>\$36,000 \$18,426</p> <p>\$26,900 Duplicated Amount</p> <p>\$26,900 Duplicated Amount</p>	<p>Teachers will increase implementation of Response to Intervention strategies and activities in classrooms.</p> <p>Students will receive RTI during classroom instruction.</p> <p>Student scores will indicate increased achievement in areas of reading.</p>	<p>Principal will collect agenda and participation certificates as well as feedback/ reflection. Principal and Reading Coaches will conduct bi-monthly walk-through to ensure proper implementation of “best practice” teaching strategies. <u>Feedback from walkthroughs will be given to teachers on a weekly basis in collaborative planning and coaching sessions.</u> Peer observations will be utilized to ensure proper implementation of “best practice” teaching. <u>Principal and reading coach will review walkthrough data, observations, and session notes as well as student data from progress monitoring, DIBELS and monthly benchmark assessments to and assess the degree of implementation each quarter. Results of data review will be used to plan future coaching and PD sessions for teachers.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>*In October &amp; November of 2009, the Principal and selected teachers will attend PLC <u>workshops for the purpose of modeling strategies for the implementation of response to intervention, collaborative planning and common assessments. Upon return, identified teachers and principal will redeliver learned strategies to classroom teachers, paraprofessionals, and ancillary staff.</u></p>	FSI 1003a	500	\$6,500	<p>Teachers will increase implementation of Response to Intervention strategies and activities in classrooms.</p> <p>Students will receive RTI during classroom instruction.</p> <p>Student scores will indicate increased achievement in areas of reading.</p>	<p>Principal will collect agenda and participation certificates and <u>review feedback/ reflection forms.</u> Principal and Reading Coaches will conduct bi-monthly walk-through to ensure proper implementation of “best practice” teaching strategies. <u>Feedback from walkthroughs will be given to teachers on a weekly basis in collaborative planning and coaching sessions.</u> Peer observations will be utilized to ensure proper implementation of “best practice” teaching. . <u>Principal and reading coach will review walkthrough data, observations, and session notes as well as student data from progress monitoring, DIBELS and monthly benchmark assessments to and assess the degree of implementation each quarter. Data review will be used to provide feedback to teachers and plan future coaching sessions.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Family Involvement:</u>  <u>*Beginning in August 2009, the reading coach, principal and lead teachers will collaborate to design and plan for family literacy night coaching session for parents.</u>  <u>** In October of 2009, the Reading Coaches and faculty and staff will host a dedicated Family Literacy Night for parents, guardians and students of grades Pre-K-5. This event will model RTI and other instructional strategies used in the school's Reading core.</u>  <u>Two way communication will occur in the form of returnable handout packets and resources via website will be made available for parents who can not attend.</u>            Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p>	Parent Involvement  Title 1  FSI 1003a FSI 1003g	600  400  600 600	\$1976.52  \$7,000  \$11,445.53 \$38,329.19 Duplicated Amount	Parents will assist students with homework assignments using various reading strategies.  Student scores will indicate increased achievement in areas of reading.	<p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coaches will maintain the portfolio, collecting returned take-home packets. <u>Principal and reading coach will review previously mentioned data and assess the degree of implementation each month to plan for future family involvement activities.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<u>Initial PD:</u> *In August, 2009 Writing Consultant will provide an initial training to teachers, paraprofessionals and administrator on <u>components of effective writing, strategies for teaching writing, and rubrics for evaluating student writing.</u>	FSI 1003a  1003a	300  100 200	\$35,000.00 Duplicated Amount  \$16,000.00 \$2,856.00 Duplicated Amount	Teachers will incorporate writing strategies into lesson plans across content areas.  Teachers will model the writing process in classroom instruction.	Principal will collect agendas and sign-in from the training sessions and <u>review feedback/ reflection forms.</u> -Principal will review lesson plans <u>on a weekly basis to monitor incorporation of writing.</u>  Principal and Reading Coaches and/or consultant will conduct bi-monthly walk-through to ensure proper implementation of strategies and to provide feedback to teachers.  <u>Principal and reading coach will review walkthrough, common assessments observations, and monthly benchmark assessment data to assess the degree of implementation each month. This data will be used to plan for follow up and coaching sessions.</u>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<u>Follow Up:</u> *Writing consultants will provide monthly follow up <u>modeling and coaching sessions for teachers, students and support staff on the writing process as well as components of effective writing, strategies for teaching writing, and rubrics for evaluating student writing.</u>	FSI 1003a	300	\$35,000.00 Duplicated Amount	Teachers will implement writing process into instruction.  Students will use writing strategies across content areas.  Student scores will increase in areas of writing.	Principal and Reading Coach and/ or consultant will conduct bi- monthly walk-through to ensure effective implementation. <u>Principal and reading coach will review walkthrough data and student work samples to assess the degree of implementation each month and use the data to provide feedback to teachers in coaching sessions.</u>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Family Involvement:</u> *Beginning in January, 2010, the dean, principal, reading coach and lead teachers will collaborate to review data and to plan for “Grandparents Raising Grandchildren” activity to provide coaching in the area of writing and RTI.</p> <p>** In March 2010, the faculty and staff will host a dedicated Writing Family Night in conjunction with the “Grandparents Raising Grandchildren” activities for students of grades Pre-K-5. This event will model several instructional strategies including the writing process components of effective writing, strategies for teaching writing, and rubrics for evaluating student writing. Two way communication will occur in the form of returnable Handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p>	<p>P.I.</p> <p>Title 1</p> <p>Title 1</p> <p>FSI 1003a</p> <p>FSI 1003g</p>	<p>600</p> <p>400</p> <p>600</p> <p>600</p> <p>600</p>	<p>\$1,976.52 Duplicated Amount</p> <p>\$7,000 Duplicated Amount</p> <p>\$64,104 Duplicated Amount</p> <p>\$11,445.53</p> <p>\$38,329.19 Duplicated Amount</p>	<p>Parents will assist students with homework assignments using writing strategies.</p> <p>Student scores will increase in areas of writing.</p>	<p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coaches will maintain the portfolio, collecting returned take-home packets. <u>Principal and reading coach will review previously mentioned data and assess the degree of implementation each month and use the information to plan for future family involvement activities.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Initial PD:</u>            *In October 2009 Consultant will provide an initial training to teachers, paraprofessionals and <u>administrator on strategies to differentiate instruction to meet the individual needs of students. Coaching and modeling of strategies will include but are not limited to the following: technology integration, cooperative learning and the use of manipulatives.</u></p> <p>*In July, 2009, <u>reading, math, science, social studies and ELA teachers will attend three day modeling and coaching sessions for intensive schools at the district level targeting the implementation of differentiated instruction activities and constructed response items into the curriculum for all core content areas to meet the individual needs of all students.</u></p>	<p>FSI 1003a</p> <p>1003a</p>	<p>300</p> <p>100 200</p>	<p>\$35,000.00 Duplicated Amount</p> <p>\$16,000.00 \$2,856.00 Duplicated Amount</p>	<p>Teachers will incorporate differentiated instructional activities into lesson plans.</p>	<p>Principal will collect agendas and sign-ins from the training sessions <u>and review feedback forms.</u>            -Principal will review lesson plans on a weekly basis to monitor implementation of differentiated instructional strategies and conduct bi- monthly walk-through to ensure effective implementation. <u>Feedback will be given to teachers in weekly collaborative planning and coaching sessions.</u></p> <p><u>Principal and reading coach will review walkthrough data, lesson plans and student work samples to assess the degree of implementation each month and plan for follow up and coaching sessions to give feedback to individual teachers as needed.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Follow Up:</u>            *From August 2009 through May, 2010, district content trainers will provide monthly follow up to <u>reading, math, science, social studies and ELA teachers in content specific modeling and coaching sessions focusing on implementing differentiated instruction activities into the curriculum in the core content areas.</u> Lead teachers at selected grade levels will attend and re-deliver <u>to principal, classroom teachers, paraprofessionals and ancillary staff during weekly collaborative planning meetings and coaching sessions.</u></p>	FSI 1003a	100 200	\$3,00.00 \$109.50 Duplicated Amount	<p>Teachers will implement differentiated activities into daily classroom instruction.</p> <p>Students be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p>	<p>Principal and Reading Coaches will conduct bi- monthly walk-through to ensure effective implementation. <u>Principal and reading coach will review walkthrough data and lesson plans as well as student performance data on DIBELS, progress monitoring and benchmark assessments to assess the degree of implementation each month. Feedback will be given to teachers during collaborative planning and coaching sessions.</u></p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Family Involvement:</u> *Principal, dean, guidance counselor, reading coach and lead teacher will collaborate to plan for Real Men Read program implementation and review data to identify targeted male students.</p> <p>** From August 2009 – May, 2010, Parents, guardians and community members will participate in quarterly (a minimum of 4 activities per year) “Real Men Read Activities”. The purpose of this activity is to utilize male role models to model effective reading strategies through differentiated forms of instruction for male students in grades K-5. Two way communications will occur in the form of returnable handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p>	<p>P.I.</p> <p>Title 1</p> <p>Title 1</p> <p>FSI 1003a FSI 1003g</p>	<p>600</p> <p>400</p> <p>600</p> <p>600 600</p>	<p>\$1976.52 Duplicated Amount</p> <p>\$7,000 Duplicated Amount</p> <p>\$64,104 Duplicated Amount</p> <p>\$11,445.53 \$38,329.19 Duplicated Amount</p>	<p>Parents will assist students with homework assignments.</p> <p>Student scores will increase.</p>	<p>The principal will collect sign-in sheets, the agenda, evaluation forms, pictures, and sample work activities. A Family Literacy Night Portfolio will be created. The Reading Coaches will maintain the portfolio, collecting returned take-home packets. <u>Principal and reading coach will review previously mentioned data and assess the degree of implementation each month and use the information to plan future family involvement activities.</u></p>

- Indicates Professional Development Learning
- \*\* Indicates Family Involvement Activities
- \*\*\* Indicates Curriculum Activities (if applicable)

- # Indicates Safe and Drug-Free Activities (if applicable)
- ## Indicates Discipline Support Activities (if applicable)
- ### Indicates PK –12 Literacy Activities (if applicable)

## STRATEGY PLANNING WORKSHEET – GOAL 2

**GOAL 2:** Increase Student Achievement in Mathematics to 100% proficiency by the end of the 2013-2014 school year

**Objective(s):**

- 3<sup>rd</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 30% in 2009 to 41% in 2010.
- 4<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on LEAP in mathematics from 28% in 2009 to 40% in 2010.
- 5<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on iLEAP in mathematics from 27% in 2009 to 40% in 2010.

**SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors)** – Response to Intervention

**Bibliographic Notation: Bibliographic Notation:**

Deno, S.L. and Mirkin, P.K. (1997) *Data-based Program Modification: A Manual*, Reston, VA: Council for Exceptional Children.

Grimes, J., & Kurns, S. (2003). *An intervention-based system for addressing NCLB and IDEA expectations: A multiple tiered model to ensure every child learns*. Paper presented at the Responsiveness to Intervention Symposium sponsored by the National Research Center on Learning Disabilities, Kansas City, MO.

Tilly, W.D. and Grimes (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum-based Measurement*. New York: Guilford Press Torgesen, Joseph K. *Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of Treatment Resisters* Learning Disabilities Research & Practice, 15(1), 55-64. Response to Intervention: Policy Considerations and Implementation National Association of State Directors of Special Education, Inc. Alexandria, VA, 2005

Responsive to Intervention and Learning Disabilities, a report by the National Joint Commission on Learning Disabilities representing eleven national and international organizations, June 2005. This document was approved by the National Joint Committee on Learning Disabilities (NJCLD) as an official paper of the NJCLD in June 2005.

Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.

National Center on Student Progress Monitoring  
<http://www.studentprogress.org/>  
Research Institute on Progress Monitoring  
<http://www.progressmonitoring.net/>  
Responsiveness-to-Intervention Symposium  
<http://www.nrclid.org/html/symposium2003/index.html>  
Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate & Scale 6/14/03  
<http://www.nrclid.org/html/research/rti/RTIinfor.pdf>

<p>Responsiveness-to-Intervention Evaluation Technical Assistance &amp; Dissemination Activities  Response to Intervention: A Case Illustration, Ernst, Lowell, Miller, Brian, Robinson, Wendy, Tilly, W. David, Presentation provided to the National Association of State Directors of Special Education Satellite Series, November 9, 2005.  National Center on Student Progress Monitoring  <a href="http://www.studentprogress.org/">http://www.studentprogress.org/</a>  Research Institute on Progress Monitoring  <a href="http://www.progressmonitoring.net/">http://www.progressmonitoring.net/</a>  Responsiveness-to-Intervention Symposium  <a href="http://www.nrclid.org/html/symposium2003/index.html">http://www.nrclid.org/html/symposium2003/index.html</a>  Information Sheet for Regional Resource Centers Response-To-Intervention Models Identify, Evaluate &amp; Scale 6/14/03  <a href="http://www.nrclid.org/html/research/rti/RTIinfor.pdf">http://www.nrclid.org/html/research/rti/RTIinfor.pdf</a>  Responsiveness-to-Intervention Evaluation Technical Assistance &amp; Dissemination Activities  <a href="http://www.nrclid.org/html/research/rti.html">http://www.nrclid.org/html/research/rti.html</a></p>
<p><b>Brief Summary of Research:</b> Response to Intervention is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. (National Association of State Directors of Special Education, Inc. September 2005) Responsiveness to Intervention can also be defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic difficulties. Tier one provides high-quality instruction and behavioral supports in general education, tier two provides more specialized instruction for students whose performance and rate of progress lag behind classroom peers, and tier three provides intensive usually longer term intervention. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for at-risk students. The research has demonstrated through a number of studies (Mellard, Byrd, Johnson, Tollefson, &amp; Boesche, 2004) that an RTI framework can benefit students by addressing academic difficulties in an individualized and timely way.</p>
<p><b>Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?</b> RTI has shown to be effective across all populations including ESS students, minorities, and low socioeconomic level.</p>
<p><b>Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:</b> RTI was developed with students with disabilities in mind. It provides differentiated instruction to meet student needs.</p>
<p><b>If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:</b> RTI meets the need of all subgroups because it is data driven and uses tiered intervention to meet student needs.</p>
<p><b>Procedures for Evaluating the Goal, Objective(s) and Strategy:</b> District monitoring of strategy implementation and comparison of 2009 &amp; 2010 LEAP and iLEAP test results, and Benchmark Assessment will be used to evaluate goals, objectives and strategy implementation.</p>

## ACTION PLAN – GOAL 2

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<u>Initial PD:</u> *In July 2009, district consultant will deliver professional development to lead teachers at all grade levels on new math core program which includes response to intervention components and an additional 30 minutes(beyond the required minimum) for the purpose integrating the new math core into classroom instruction.	No Cost			Teachers will incorporate new math program into lesson plans.  Teachers will organize activities to use interventions in math.	Principal will collect agendas and sign-ins <u>and review feedback from the training sessions. Principal will review lesson plans to assess implementation of initial PD. Feedback will be used to plan for follow up and future PD sessions.</u>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<u>Follow Up:</u> *From August, 2009 through May, 2010 district content trainers will provide monthly follow up in content specific modeling and coaching sessions. The focus of the monthly sessions will include but are not limited to Calendar Math, instructional centers and management, effective implementation of the math core curriculum, and differentiated instruction strategies. <u>Lead teachers at selected grade levels will attend and re-deliver to classroom teachers, principal, paraprofessionals and ancillary staff during weekly collaborative planning meetings.</u>	FSI 1003a	100 200	\$3,000.00 \$109.50 Duplicated Amount	Teachers will implement new math program into daily classroom instruction.  Teachers will use data to modify and differentiate instruction and create intervention groups that will increase student achievement in the area of math.  Student scores will indicate increased achievement levels.	Principal and Math coaches will conduct bi- monthly walk-through to ensure effective implementation and <u>provide feedback to teachers in weekly collaborative planning and coaching sessions.</u>  Principal and math coach will <u>examine walkthrough and observation data as well as student data from benchmark assessments and common assessments to not only improve student achievement and instructional strategies but to also assess effective implementation on a monthly basis and use data to plan future coaching and modeling sessions for teachers .</u>



SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<u>Follow Up:</u> * From September 2009 to May 20010, the math coach will facilitate bi- monthly grade level meetings and <u>coaching sessions to assist math teachers, paraprofessionals and ancillary staff in implementation of curriculum units, components of RTI, creating common assessments, and analyzing student data.</u>	FSI 1003a  FSI 1003g  FSI 1003g  FSI 1003a  FSI 1003g	100 200  100 200  100 200  600  600	\$3,000.00 \$109.50 Duplicated Amount  \$18,000.00 \$3,213.00 Duplicated Amount  \$93,000.00 \$28,600.50 Duplicated Amount  \$11,445.53 Duplicated Amount  \$38,329.19 Duplicated Amount	Teachers will increase implementation of intervention strategies.  Student scores will indicate increased achievement in math.	Principal and Math coaches will conduct bi- monthly walk-through to ensure effective implementation and <u>provide feedback to teachers at weekly collaborative planning and coaching sessions.</u>  <u>Principal and math coach will examine student data and common assessments and review walkthrough data to assess implementation each month and to provide individual teachers with additional coaching and support.</u>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<p><u>Family Involvement:</u>            *In October, 2009, the math coach, principal and lead teacher will collaborate to plan for coaching and modeling session for parents entitled "Making Math Merry".            ** <u>In December 2009</u> the Scotlandville Elementary faculty will host a dedicated family math night ("<u>Making Math Merry</u>") for students of grades K-5. This two hour event will <u>include modeling of several instructional strategies utilized used in the school's core math curriculum. Two way communication will occur in the form of returnable handout packets</u> and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</p>	<p>P.I.</p> <p>Title 1</p> <p>Title 1</p> <p>FSI 1003a</p> <p>FSI 1003g</p>	<p>600</p> <p>400</p> <p>600</p> <p>600</p> <p>600</p>	<p>\$1976.52 Duplicated Amount</p> <p>\$7,000 Duplicated Amount</p> <p>\$64,104 Duplicated Amount</p> <p>\$11,445.53 Duplicated Amount</p> <p>\$38,329.19 Duplicated Amount</p>	<p>Parents will assist students with homework assignments.</p> <p>Student scores will increase.</p>	<p>The principal will collect sign-in sheets, the agenda, evaluation forms, and sample work activities. A Family Math Night Portfolio will be created, collecting the returned take-home packets.</p> <p><u>Principal and math coach will meet on a monthly basis to assess implementation each month and to use the information to plan future family involvement sessions.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> <b>(How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<p>* <u>In January, 2010, the principal, reading coach, math coach, dean and lead 4<sup>th</sup> grade teachers will collaborate to review data and to plan for an upcoming coaching session for parents to model strategies to teach parents as to how to better assist their children.</u></p> <p>** During January of 2010 the Leap Specialist, Principal, 4<sup>th</sup> grade teachers and Math Coach will conduct a LEAP Parent Meeting to all parents of students in grade 4. <u>The purpose of this activity is to coach parents on the scoring and components of the LEAP test and to provide them with test taking strategies so that they can better assist their children.</u> <u>Handout packets and resources via website will be made available for parents who can not attend.</u> <u>Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</u></p>	No Cost			<p>Parents will assist students with homework assignments.</p> <p>Student scores will increase.</p>	<p><u>Principal and math coach will meet on a monthly basis to assess implementation each month and to use the information to plan future family involvement sessions.</u></p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<p><u>Initial PD:</u>            *In October 2009 Consultant will provide an initial training to teachers, paraprofessionals and administrator on strategies to differentiate <u>instruction to address issues including but not limited to technology integration, cooperative learning and the use of manipulatives.</u></p> <p>*In July, 2009, <u>reading, math, science, social studies and ELA teachers will attend three day modeling and coaching sessions at the district level for intensive schools. District content trainers will model differentiated instruction activities (including technology integration, centers, the use of manipulatives and hands on activities) and constructed response items in all core content areas.</u></p>	<p>Title 1</p> <p>Title 1</p>	<p>300</p> <p>100 200</p>	<p>\$18,000 Duplicated Amount</p> <p>\$36,000 \$18,426 Duplicated Amount</p>	<p>Teachers will incorporate differentiated instructional activities into lesson plans.</p>	<p>Principal will collect agendas and sign-ins from the training <u>sessions and review feedback/ reflection forms.</u>            -Principal will review lesson plans on a weekly basis to monitor program implementation.</p> <p><u>Principal and math coach will examine student data and common assessments and review walkthrough data to assess implementation each month and to plan for weekly modeling and coaching sessions.</u></p>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Follow Up:</u> * From August 2009 to May 2010, district content will facilitate monthly 3 hour <u>coaching sessions for math content teachers (K-5)</u>. In partnership with Exxon Mobil, the content trainers will model "best practice" teaching strategies, assist teachers with analyzing data in order to modify and improve instruction, and assist teachers with the creation of constructed response items, common assessments, and rubrics.</p>	<p>FSI 1003a</p> <p>FSI 1003a</p> <p>FSI 1003g</p>	<p>100 200</p> <p>600</p> <p>600</p>	<p>\$3,000.00 \$109.50 Duplicated Amount</p> <p>\$11,445.53 Duplicated Amount</p> <p>\$38,329.19 Duplicated Amount</p>	<p>Teachers will implement differentiated activities into daily classroom instruction.</p> <p>Students will be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p>	<p>Principal and Math coaches will conduct bi- monthly walk-through to ensure effective implementation of targeted strategies and to provide feedback to teachers in <u>weekly collaborative planning and coaching sessions</u>.</p> <p>Principal and math coach will examine student data, and common assessments <u>to assess implementation each month and to use the information to provide additional support to individual teachers and students as needed</u>.</p>
	<p><u>Follow Up:</u> * From September 2009 to May 2010, the math coach will facilitate bi- monthly grade level <u>coaching sessions to assist teachers in implementation of curriculum units, creating common assessments, and analyzing student data</u>.</p>	<p>FSI 1003a</p> <p>FSI 1003a</p> <p>FSI 1003g</p>	<p>300</p> <p>600</p> <p>600</p>	<p>\$35,000.00</p> <p>\$11,445.53 Duplicated Amount</p> <p>\$38,329.19 Duplicated Amount</p>	<p>Teachers will implement differentiated activities into daily classroom instruction.</p> <p>Students be engaged in activities that are differentiated.</p> <p>Student scores will indicate increased achievement levels.</p>	<p>Principal and Math coaches will conduct bi- monthly walk-through to ensure effective implementation and to provide feedback to teachers in <u>weekly collaborative planning and coaching sessions</u>.</p> <p>Principal and math coach will examine student data, and common assessments <u>to assess implementation each month and to plan for additional support for individual teachers and students as needed</u>.</p>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<u>Follow Up:</u> * During April 2010, the Principal, Math Coach, one lower grade teacher, and one upper grade teacher will attend the NCTM (National Conference of Teacher's of Math) Conference held in San Diego, CA. This four day conference will model "best practice" math instruction. <u>Upon return, staff will redeliver strategies to teachers, paraprofessionals and ancillary staff in collaborative planning and coaching sessions.</u>	Title 1	500	\$26,900 Duplicated Amount	Teachers will implement differentiated activities into daily classroom instruction.  Students be engaged in activities that are differentiated.  Student scores will indicate increased achievement levels.	Principal and Math coaches will conduct bi- monthly walk-through to ensure effective implementation of strategies and to provide feedback to teachers in <u>weekly collaborative planning and coaching sessions.</u>  Principal and math coach will examine student data, and construct common assessments to <u>assess implementation each month and plan for support as needed for identified teachers and students.</u>

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)</b>
	<u>Family Involvement:</u> ** In <u>September 2009</u> the Scotlandville Elementary faculty will host a <u>math Olympics for students, parents and community to support students of grades K-5. This two hour event will model differentiated instructional strategies utilized used in the school's math curriculum. Two way communication will occur in the form of returnable handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</u>	P.I.  Title 1  Title 1	600  400  600	\$1976.52 Duplicated Amount  \$7,000 Duplicated Amount  \$64,104 Duplicated Amount	Parents will assist students with homework assignments using writing strategies.  Student scores will increase in areas of writing.	The principal will collect sign-in sheets, the agenda, evaluation forms, and sample work activities. A Family Math Night Portfolio will be created, collecting the returned take-home packets.  Principal and math coach will collect and review sign-in sheets, agenda, and returned LEAP packets <u>to assess implementation each month and to plan for future family involvement activities.</u>
		FSI 1003a	600	\$11,445.53 Duplicated Amount		
		FSI 1003g	600	\$38,329.19 Duplicated Amount		

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<u>Initial PD:</u> *In August, 2009 Writing Consultant will provide an initial training to teachers, paraprofessionals and administrator on the writing process <u>as well as components of effective writing, strategies for teaching writing across the content areas, and rubrics for evaluating student writing.</u>	FSI 1003a	300	\$35,000.00 Duplicated Amount	Teachers will incorporate writing strategies into lesson plans across content areas.  Teachers will model the writing process in classroom instruction.	Principal will collect agendas and sign-ins forms the training sessions <u>and review feedback forms.</u> -Principal will review lesson plans on a weekly basis to monitor incorporation writing and provide appropriate feedback <u>to teachers in weekly collaborative planning and coaching sessions.</u>
	<u>Follow Up:</u> *Writing consultants will provide monthly follow up modeling and coaching sessions for teachers, students and support staff on the writing process as well as <u>components of effective writing, strategies for teaching writing across the content areas, and rubrics for evaluating student writing.</u>	Title 1  FSI 1003a	300  300	\$18,000 Duplicated Amount  \$35,000.00 Duplicated Amount	Teachers will implement writing process into instruction.  Students will use writing strategies across content areas.  Student scores will increase in areas of writing.	Principal and Reading Coaches will conduct bi- monthly walk-through to ensure effective implementation and provide appropriate feedback <u>to teachers in weekly collaborative planning and coaching sessions.</u>  Principal and math coach will examine student data, and common assessments to <u>assess implementation each month and to plan for additional support to individual students and teachers as needed.</u>

SAP Indicator	Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	Procedures for Evaluating Indicators of Implementation (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p><u>Family Involvement:</u> *<u>In March 2010, the math coach, principal and science teachers will collaborate to plan modeling session for parents entitled "Exploring Possibilities".</u> * <u>In April 2010 the Scotlandville Elementary faculty will host a science / math night entitled "Exploring Possibilities" night for parents, guardians, and community members to support students of grades K-5. This two hour event will model strategies to differentiated instruction and write across the curriculum. Two way communications will occur in the form of returnable handout packets and resources via website will be made available for parents who can not attend. Parents will be notified via newsletters, NTI message, flyers, and school marquee of upcoming family involvement events.</u></p>	<p>P.I.</p> <p>Title 1</p> <p>Title 1</p> <p>FSI 1003a FSI 1003g</p>	<p>600</p> <p>400</p> <p>600</p> <p>600</p>	<p>\$1976.52 Duplicated Amount</p> <p>\$7,000 Duplicated Amount</p> <p>\$64,104 Duplicated Amount</p> <p>\$11,445.53 \$38,329.19 Duplicated Amount</p>	<p>Parents will assist students with homework assignments using writing strategies.</p> <p>Student scores will increase in areas of writing.</p>	<p>The principal will collect sign-in sheets, the agenda, evaluation forms, and sample work activities. A Family Math Night Portfolio will be created, collecting the returned take-home packets.</p> <p>Principal will collect and review sign-in sheets, agenda, and returned LEAP packets.</p>

\* Indicates Professional Development Learning  
 \*\* Indicates Family Involvement Activities  
 \*\*\* Indicates Curriculum Activities (if applicable)

# Indicates Safe and Drug-Free Activities (if applicable)  
 ## Indicates Discipline Support Activities (if applicable)  
 ### Indicates PK –12 Literacy Activities (if applicable)

**TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS**

<b>Funding Sources</b>	<b>Title I</b>	<b>Magnet</b>	<b>PI</b>	<b>FSI 1003a</b>	<b>FSI 1003g</b>						<b>Total</b>
<b>100 Salaries</b>	\$36,000	0	0	\$38,500.00	\$103,750.00						\$178,250.00
<b>200 Benefits</b>	\$18,426.00	0	0	\$6,537.25	\$28,992.88						\$53,956.13
<b>300 Purchased Professional Services</b>	\$18,000	0	0	\$35,000.00	0						\$53,000.00
<b>400 Purchased Property</b>	\$7,000	0	0	0	0						\$7,000.00
<b>500 Other Purchased Services</b>	\$26,900.00	0	\$600.00	\$6,500.00	0						\$34,000.00
<b>600 Materials &amp; Supplies</b>	\$64,104.00	0	\$1,976.52	\$11,455.53	\$38,329.19						\$115,865.24
<b>Indirect Costs (if applicable)</b>	0	0	0	\$10,842.22	\$18,927.93						\$29,770.15
<b>700 Property</b>											
<b>800 Other Objects</b>											
<b>900 Other Uses of Funds</b>											
<b>Total</b>	\$170,430.00	0	\$2,576.52	108,835.00	\$190,000.00						\$471,841.52

\*Funding Sources: Title I, Part A (Improving Basic Programs, NCLB School Improvement Funds), Part B (Reading First, Early Reading First, Even Start), Part C (Migrant), Part D (N or D), Part F (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

## FEDERAL FUNDING

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	\$442,071.37
Non SIP Expenditures (list)	
Indirect Costs	\$29,770.15
<b>Total Title I, Part A, Expenditures</b>	<b>\$471,841.52</b>

Title I, Part B, Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title I, Part B, Expenditures</b>	

Title I, Part D, Expenditures (Neglected or Delinquent)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title I, Part D, Expenditures</b>	

Title I, Part F, Expenditures (CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title I, Part F, Expenditures</b>	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Other Title I Expenditures</b>	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title II Expenditures</b>	

Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title IV Expenditures</b>	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
<b>Total Title V Expenditures</b>	

<b>K-3 Initiative Expenditures</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures*</b>	
<b>Non SIP Expenditures (list)</b>	
<b>Total K-3 Initiative Expenditures</b>	

<b>Other Funds</b>	
<b>Projected Expenditures</b>	
<b>SIP Expenditures*</b>	
<b>Non SIP Expenditures (indicate source and expense)</b>	
<b>Total Other Funds, Expenditures</b>	